



## Summit Drive Elementary School

424 Summit Drive  
Greenville, SC 29609

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	453 Students	
<b>Principal</b>	Dr. Megan D. Mitchell-	864-355-8800
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Good
2010	Good	Average
2009	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

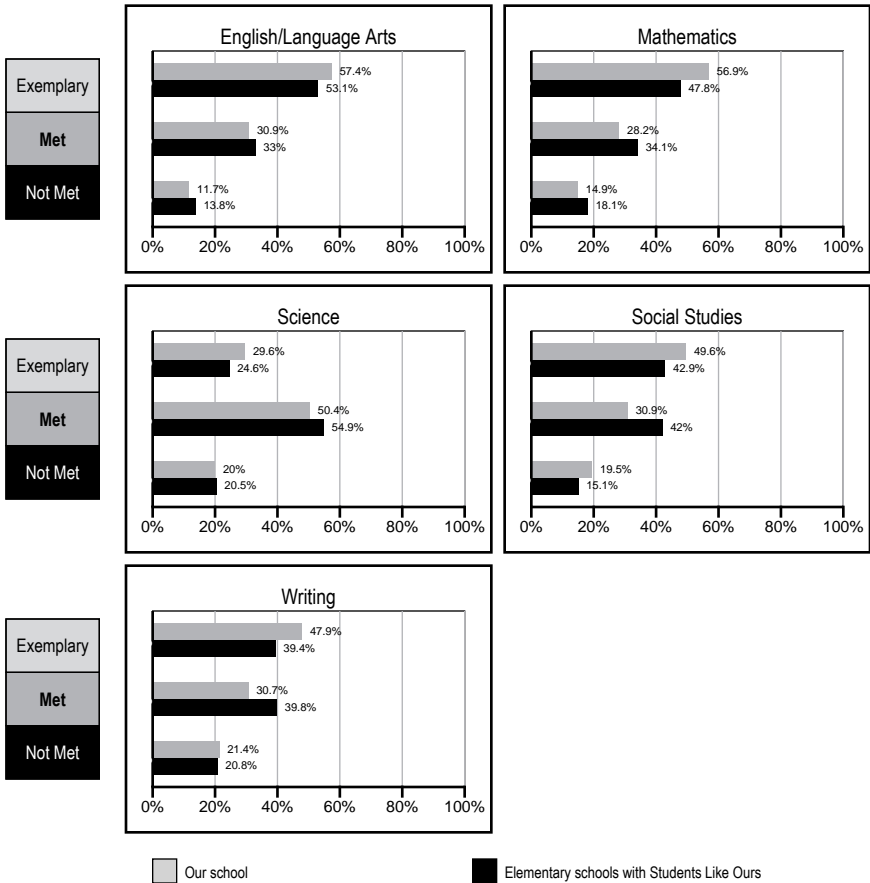
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
39	25	5	0	0

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=453)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 1.7%	0.8%	0.9%
Attendance rate	96.9%	Down from 97.2%	96.6%	96.3%
Served by gifted and talented program	12.9%	N/A	10.1%	7.2%
With disabilities	11.2%	N/A	11.3%	12.4%
Older than usual for grade	1.5%	N/A	1.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	57.1%	Down from 57.7%	64.4%	62.5%
Continuing contract teachers	100.0%	No Change	83.3%	83.3%
Teachers returning from previous year	89.7%	Up from 88.6%	89.8%	88.3%
Teacher attendance rate	96.1%	Up from 96.0%	95.5%	95.0%
Average teacher salary*	\$52,006	Up 5.5%	\$49,245	\$48,193
Professional development days/teacher	8.3 days	Down from 9.4 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 20.7 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 92.4%	90.7%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,422	Up 0.8%	\$6,934	\$7,364
Percent of expenditures for instruction**	64.0%	Down from 65.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Down from 65.2%	67.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We consider it a wonderful experience to work with young children and to be a part of the “most” critical development of your child’s developmental and academic milestones. We do not take it for granted and want to reiterate in our “Report to the Community” and our School Report Card narrative our thanks and appreciation for entrusting your most precious possessions to us as we assist in nurturing and further developing them for the future. Although Summit Drive is a small community school, we are very large and robust in the degree of personal attention and compassion we have for each and every one of our students. We want our students to love learning as we do. Thank you for your continued support and involvement as we continue to attain higher academic superlatives and implementation of rigorous teaching. We cannot do it without our parents and community.

Dr. Megan Mitchell-Hoefer, Principal  
Mr. John Harper, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	39	39
Percent satisfied with learning environment	100%	97.4%	100%
Percent satisfied with social and physical environment	96.4%	97.4%	97.5%
Percent satisfied with school-home relations	100%	97.4%	97.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Summit Drive Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	679.8	676.9	636.7	661.0	99.5	100.0
Male	677.4	677.1	633.2	676.0	99.0	100.0
Female	682.4	676.6	640.9	642.6	100.0	100.0
White	701.7	698.8	657.0	681.9	100.0	100.0
African American	657.2	648.5	605.0	628.0	97.4	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	641.6	645.0	612.6	616.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	634.9	636.4	609.0	611.8	100.0	100.0
Subsidized meals	656.9	652.2	616.6	633.8	98.9	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	76	100	9.9	19.7	70.4	90.1
	4	64	98.4	28.3	21.7	50	71.7
	5	48	100	15.6	28.9	55.6	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	75	100	11	27.4	61.6	89
	4	63	98.4	14.8	34.4	50.8	85.2
	5	66	100	6.3	34.4	59.4	93.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	76	100	14.1	35.2	50.7	85.9
	4	64	100	26.2	32.8	41	73.8
	5	48	100	8.9	28.9	62.2	91.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	75	100	15.1	31.5	53.4	84.9
	4	63	100	17.7	30.6	51.6	82.3
	5	66	100	10.9	29.7	59.4	89.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	38	100	22.2	33.3	44.4	77.8
	4	64	100	27.9	50.8	21.3	72.1
	5	24	100	13	47.8	39.1	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	39	100	12.8	51.3	35.9	87.2
	4	63	100	19.4	45.2	35.5	80.6
	5	33	100	31.3	53.1	15.6	68.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	39	100	22.2	41.7	36.1	77.8
	4	64	100	23	41	36.1	77
	5	25	100	12.5	33.3	54.2	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	37	100	17.1	37.1	45.7	82.9
	4	62	100	27.9	29.5	42.6	72.1
	5	33	100	9.4	28.1	62.5	90.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	89.6	17.5	32.5	50	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	76	92.1	22.1	25	52.9	77.9
	4	64	96.9	19.7	34.4	45.9	80.3
	5	68	94.1	21	33.9	45.2	79
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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